

Willow Creek School 1580 South 500 West Provo, Utah 84601

November 27, 2007





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Willow Creek School 1530 South 500 West Provo, Utah 84601

November 27, 2007

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, November 27, 2007, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Willow Creek School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Greg Hudnall is also commended.

The staff and administration are congratulated for their desire for excellence at Willow Creek School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Willow Creek School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

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WILLOW CREEK SCHOOL

OWNERSHIP

Owners of Record/Corporate Officers	Mark Ward
BOARD OF DIRECTORS	
Brad Reedy	Member
Devan Glissmeyer	Member
Vaughn Heath	Member
Cheryl Kehl	Member

WILLOW CREEK SCHOOL

ADMINISTRATION AND STAFF

School Administration

	Counseling		
	Support Staff		
Briawana Hugh Marie Giraud	Litera	cy/Accreditation Specialist Academic Secretary	
Faculty			
Debbie Burnside Sarah Christopherson Clifton Dukes Liz Hawkins Darren Hirsche Haylie Hunsaker	Klark Keleman Ryan McCarty David Millman-Hughes Mark Moore Phil Murphy Derek Reynolds	Lorraine Simmons Dee Stevens Chuck Taylor David Thacker David White	

MEMBERS OF THE VISITING TEAM

Chairperson

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Elayne McArthur, Teacher/Registrar, Cascade Mountain High School, The Center for Change

Pam Scott, Education Director/Principal, McKay-Dee Behavioral Health Institute School

INTRODUCTION

Purpose

Willow Creek School, Provo, Utah, is seeking continued accreditation by the Northwest Association of Accredited Schools (NAAS). NAAS is one of the premier American education accrediting agencies, accrediting over 1,800 public and private schools throughout the Northwest region of the United States and many other places in the world. The NAAS accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators and consultants, as needed.

This document is the report of the evaluation team. The purpose of the on-site evaluation visit is to (1) validate the completion and accuracy of the school's self-study; (2) verify that the school meets the NAAS standards; (3) facilitate development and implementation of an effective school improvement plan; and (4) provide commendations and recommendations to enhance the school's quality.

Evaluation

A Visiting Team was assembled by the Utah State Office of Education whose members have had extensive expertise in accreditation, school improvement, international education and American education. The team members had graduate degrees in education and over 90 years of cumulative experience as educators and administrators.

The one-day evaluation was based on NAAS standards and quality indicators. Evaluation activities and methods used included review of the self-study materials, observations, and facilities. There were individual interviews of teachers, students and administrators. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus; thus, ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion.

An oral report highlighting the commendations and recommendations was presented to the administrator. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, an advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Although not all quality indicators under each standard must be fully met at the time of the review visit, the school must identify the needs and be working toward fully meeting each indicator.

This report includes ratings and findings, as well as commendations and recommendations. Ratings address the degree to which the school meets the standards and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement; therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school.

WILLOW CREEK SCHOOL

MISSION STATEMENT

The mission of Willow Creek School is to facilitate students' academic growth and inspire lifelong learning.

BELIEF STATEMENTS

Students need to not only demonstrate their understanding of essential knowledge and skills, but also need to be actively involved in solving problems and producing quality work.

Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

A safe and physically comfortable environment promotes student learning.

The commitment to continuous improvement is imperative in enabling students to become confident, self-directed, lifelong learners.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

- 1. The student will be able to communicate using written and verbal forms, as well as utilizing both traditional and technological tools to gather and disseminate information.
- 2. The student will utilize, evaluate, and refine the use of multiple strategies to solve a variety of problems.
- 3. The student will take responsibility for personal actions and act ethically (e.g. honesty, fairness, integrity, etc.) by respecting self and others, as well, and understanding and appreciating diversity.

Date of visit: November 27, 2007

VISITING TEAM REPORT

WILLOW CREEK SCHOOL

CHAPTER 1: SCHOOL PROFILE

Willow Creek School is a residential treatment program for students in grades 9-12 located in Provo, Utah. The school is located in an old nursing home that is now going through various stages of remodeling. The goal is to convert it to a fully functioning 73-bed residential treatment center (RTC). Currently there are 65 students enrolled. The city of Provo has approved plans for adding onto the old facility a new gymnasium, six new classrooms, and offices for education the staff and therapists. Construction is yet to begin.

The school claims to be hiring some of the best therapists and local educators available. The school is associated with the 2Nature program, and the teachers have created a unique, 90-hour curriculum that includes five subjects: English, biology, psychology, physical science and physical education. All work completed in the field is thoroughly assessed by the teachers of Willow Creek School. The majority of classwork is completed through a direct instruction model on the campus of Willow Creek School.

a) What significant findings were revealed by the school's analysis of its profile?

The Willow Creek Academic Leadership Team asked each department to complete an in-depth analysis of its academic program. The departments were asked to address questions of instructional strategies, collaboration, and staffing. Questions designed to determine the extent to which each department was aligned with the State Core Curriculum, its own respective mission statement, and identified DRSLs were addressed in detail. As a result of the findings, the Willow Creek team decided to focus on improving the school's professional development program and aligning the curriculum more closely with the State Core Curriculum.

b) What modifications to the school profile should the school consider for the future?

The Willow Creek educational team did a very good job in the preparation of the school's self-study document. The report was well crafted, straightforward and uncomplicated. The graphs were rather simple and could have been more data-complex. The school may want to consider adding more significant and relevant data in the academic arena and improving the visual representation of the information.

The well-presented departmental analyses were very useful and informative.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The school's self-study accurately reflected the school's strengths and limitations, which were delineated in the department analyses. The Willow Creek staff identified the need to align curricula with the State Core Curriculum through curriculum mapping and created goals to improve assessment, communication, and the professional development program.

Suggested Areas for Further Inquiry:

- For future accreditation team visits, the school leadership needs to allocate at least seven (7) hours for the visit and plan the agenda with that in mind.
- The school needs to attempt to link all action plans to DRSLs in a more clear and concise way.
- The action plans must be more detailed in content and should specifically list those responsible for the successful leadership of the action plan. Use of relevant data is recommended whenever possible—especially regarding educational assessments showing what students are learning and to what degree.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

The following represents the Visiting Team's renderings on the Core Standards for Accreditation and whether, in their collective judgment, each respective indicator is being substantially met.

1. MISSION, BELIEFS, AND DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The desired results for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school must focus on enabling all students to achieve the school's desired results for student learning.

1.1 The school's mission statement and desired results for student learning (DRSLs) are developed by the school and are approved and supported by the professional staff and any other school-wide governing organization.

	⊠ Substantially Met	Partially Met	☐ Not Presently Met
1.2	The school's mission statement an beliefs about student learning.	d beliefs represents the scl	nool's fundamental values and
	Substantially Met	Partially Met	☐ Not Presently Met
1.3	The school defines school-wide ac measurable, reflect the school's mi Utah's <i>Life Skills: A Guide to Kno</i> core curriculum's intended learnin	ission and beliefs, and are wledge, Skills, and Dispos	consistent with and reinforce
	☐ Substantially Met	☐ Partially Met	☐ Not Presently Met
1.4	For each academic expectation of achievement identified in an indica Substantially Met		s a targeted level of successful Not Presently Met
1.5	The school uses indicators to asses where applicable, and social expec Substantially Met		achieving school-wide civic,
1.6	The school's mission statement, be decisions of the school and are evi		
1.7	The school regularly reviews its m data to ensure that they reflect studdistrict/governing body mission, at Substantially Met	dent needs, community exp	pectations, the

Comments of the Visiting Team—Mission, Beliefs, and DRSLs Standard

Many of the teachers need to become more familiar with Utah's *Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success.*

There is a strong consensus and harmony among the teaching staff regarding the mission statement and belief statements. Even though students were involved in the process, there needs to be more promotion of the mission and beliefs, especially with the mobile student population. Perhaps multiple posting of the mission, beliefs, and DRSLs would create more knowledge and buy-in.

2. CURRICULUM

Guiding Principle: The curriculum, including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and desired results for student learning. The curriculum links the school's beliefs, its desired results for student learning, and its instructional practices. The strength of that link is dependent upon

the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2.1	Each curriculum area identifies those	e school-wide academic exp	ectations for which it is
	responsible. ☑ Substantially Met	☐ Partially Met	☐ Not Presently Met
2.2	The curriculum is aligned with the so students have sufficient opportunity ☐ Substantially Met	-	
2.3	The written curriculum: a. Prescribes content that aligns v Substantially Met b. Integrates relevant school-wide guide to Knowledge, Skills, o Substantially Met c. Identifies course-specific intention Substantially Met d. Suggests instructional strategies Substantially Met e. Suggests assessment techniques student learning. Substantially Met	☐ Partially Met e learning expectations refle and Dispositions for Succ ☐ Partially Met aded learning outcomes. ☐ Partially Met es. ☐ Partially Met	 Not Presently Met cting the Utah Life Skills: A ess. Not Presently Met Not Presently Met Not Presently Met
2.4	The curriculum engages all students i well as providing opportunities for the Substantially Met		
2.5	The curriculum is appropriately integored breadth of coverage. Substantially Met	grated and emphasizes dept	h of understanding over Not Presently Met
2.6	The school provides opportunities to course offerings and the school came Substantially Met		earning beyond the normal Not Presently Met
2.7	There is effective curricular coordina areas within the school and the stud Substantially Met		en and among all academic Not Presently Met
2.8	A record that documents the results of Substantially Met	f all students' performance is Partially Met	s maintained. Not Presently Met
2.9	The school has a written policy staten ☐ Substantially Met	nent concerning the selection Partially Met	n of educational materials. Not Presently Met
2.1	The instructional materials are se individual courses as well as the Substantially Met		=

2.11	The materials provided to the stu Substantially Met	idents are adequate to me	et the course objectives. Not Presently Met
2.12	The reading level of the materials the students.	_	-
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
2.13	The materials are up to date. ☐ Substantially Met	Partially Met	☐ Not Presently Met
2.14	Adequate provisions are made fo materials, lessons, and examinati Substantially Met		
2.15	Lessons and examinations are grastudents and their parents/guardia Substantially Met	·	sults communicated to the Not Presently Met
2.16	Student (or parent/guardian) inqual Substantially Met	uiries are answered prom Partially Met	ptly and satisfactorily. ☐ Not Presently Met
2.17	The procedures for granting cred graduation are consistent with the ⊠ Substantially Met		
2.18	The procedures for granting cred students.	it are in writing and are a	vailable to enrolled
	∑ Substantially Met	Partially Met	☐ Not Presently Met
2.19	Instructional materials, technology, the resources of the library/media complementation of the curriculum.		
	Substantially Met	□ Partially Met	☐ Not Presently Met
2.20	The professional staff is actively inversion of the curriculum based on school's academic expectations and Substantially Met	assessments of student perf	formance in achieving the
2.21	The school commits sufficient time evaluation, and revision of the curriculu	_	sonnel to the development,
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
2.22	Professional development activities curriculum.	support the development	and implementation of the
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
2.23	The program of studies meets the organization, as applicable.	e requirements of the state	e, ministry, or parent

	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
2.24	The curriculum is adapted to me ⊠ Substantially Met	eet the individual student Partially Met	learning needs. Not Presently Met
2.25	The students are aware of the cur involved.	riculum being taught and	l are appropriately
	Substantially Met	☐ Partially Met	☐ Not Presently Met
Utah	n-Specific Indicators—Curriculu	ım Standard	
2.26	The curriculum meets the Utah g align to, meet or exceed Utah Sta R277-705.		
	Substantially Met	Partially Met	☐ Not Presently Met
2.27	Rules and policy that require par Substantially Met	ent or guardian notification Partially Met	on are followed. Not Presently Met
2.28	The curriculum includes patrioti Substantially Met Not Applicable	c education as outlined in Partially Met	n Board Rule R277-475-3* ☐ Not Presently Met
		* Does not necessar	rily apply to non-public schools.
Com	ments of the Visiting Team — Curri	culum Standard	
Willow Creek School is commended for its diligent work in mapping the school's curriculum and teaching the Utah State Core standards. It is recommended that Willow Creek School invest significant amounts of resources in obtaining and purchasing student-relevant library resources, as well as updated textbooks, computers, and lab equipment, to fully comply with NAAS standards.			
3. I	NSTRUCTION		
Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of desired results for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and desired results for student learning, supported by research in best practices, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.			
3.1	Instructional strategies and practice and DRSLs.	s are consistent with the scl	nool's stated mission, beliefs
	⊠ Substantially Met	Partially Met	☐ Not Presently Met
3.2	Teachers use a variety of instruction	nal strategies to:	

	a.	Personalize instruction by p	roviding concrete exampl	les.
		⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
	b.	Make connections across dis	sciplines by linking exam Partially Met	ples to other subjects. Not Presently Met
	c.	Engage students as learners		
		☑ Substantially Met	☐ Partially Met	☐ Not Presently Met
	d.	Engage students as self-dire	cted learners by providing	g opportunities for
		problem solving.		
		Substantially Met	☐ Partially Met	☐ Not Presently Met
	e.	Involve students in higher-o	rder thinking.	
		⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
	f.	Provide opportunities for stu	dents to apply knowledg	e or skills.
		⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
	g.	Promote student self-assessi	ment and self-reflection o	f what has been taught.
		Substantially Met	☐ Partially Met	☐ Not Presently Met
	h.	Recognize diversity, multicu	ılturalism, individual diff	Ferences, and other
		prevalent unique characteris	tics of the student popula	tion.
		⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
3.3	Tea	chers use feedback from a varie	ety of sources, including oth	er teachers, students,
	sup	ervisors and parents, as a means	of improving instruction.	
		Substantially Met	☐ Partially Met	☐ Not Presently Met
3.4	Tea	chers are proficient in their con	tent area, knowledgeable ab	out current research on
	effe	ective instructional approaches, a	and reflective about their ow	vn practices. (See 6.5 for
	repo	orting licensing and endorsemen	its.)	_
	•	Substantially Met	Partially Met	☐ Not Presently Met
3.5	Ana	alysis of instructional strategies	is a significant part of the p	professional culture of
		school.	9 1 1	
		⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
		•	•	-
3.6	Tec	chnology is integrated into and s	supportive of teaching and l	earning.
		☐ Substantially Met	Partially Met	☐ Not Presently Met
3.7	Lib	rary information services are av	ailable to students and facul	lty and utilized to improve
		ching and learning.		
		Substantially Met	☐ Partially Met	☐ Not Presently Met
		-		_
3.8	The	e school's professional developm	nent program is guided by i	dentified instructional needs
		provides opportunities for teacl		
		tegies.	action to the version and amprove	- W
	buu	Substantially Met	□ Partially Met	☐ Not Presently Met
3.9	Tea	cher supervision and evaluation	processes are used to impr	ove instruction in order to
٥.,		et the needs of all students.	processes are asea to impr	o, o mondenom m order to
	11100	Substantially Met	☐ Partially Met	☐ Not Presently Met

4. ASSESSMENT

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the parents the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

musi	be continually analyzed to improv	e cumculum and msu ucuon	
4.1	The school has a process to asses achieving the academic expectation ✓ Substantially Met		vidual student progress in Not Presently Met
4.2	The school's professional staff us school success in achieving its cir		Dirical, etc.) to assess the ☐ Not Presently Met
4.3	Teachers clarify for students the r specific learning goals that will be ☐ Substantially Met		ic expectations and course ☐ Not Presently Met
4.4	Teachers base classroom assessm specific indicators for intended least Substantially Met	_	□ Not Presently Met
4.5	Teachers use varied assessment s competencies and to assess studer	nt growth over time.	nt knowledge, skills, and Not Presently Met

4.6	•	achers meet collaboratively to discuss and share student work and the results of student essments for the purposes of revising the curriculum and improving instructional of tegies.		
	Substantially Met	⊠ Partially Met	☐ Not Presently Met	
4.7	The school's professional developm collaborate in developing a broad ra	nge of assessment strategie	S.	
	⊠ Substantially Met	Partially Met	☐ Not Presently Met	
4.8	The school's professional staff communications school-wide academic expectations Substantially Met		1 0	
4.9	Results and analysis of academic	·	·	
	instruction. ⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met	
4.10	A record that documents the resu Substantially Met	lts of all student performa	ance is maintained. Not Presently Met	
Utah	Utah-Specific Indicators—Assessment Standard			
4.11	Teachers receive and use the results of and improve instruction. (For public so		•	
	results.)* ∑ Substantially Met ☐ Not Applicable	☐ Partially Met	☐ Not Presently Met	
4.12	Proficiency criteria are explicitly	described in course descri	riptions as per Board Rule	
	R277-700-3. ⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met	
4.13	The school assesses English acqu	nisition using annual meas	surable achievement	
	objectives.* ☐ Substantially Met ☐ Not Applicable	☐ Partially Met	☐ Not Presently Met	
		* Do not necessarily	apply to non-public schools.	

Comments of the Visiting Team—Assessment Standard

Willow Creek School does a commendable job, with school-wide assessment provided to students every six months minimally. In addition, most of the students arrive with a battery of tests already completed. Teachers could do a better job of utilizing varied assessment strategies to determine student knowledge, skills, and competencies and to access student growth over time. The informal and classroom assessments do not always reflect students' opportunities to show growth.

The Willow Creek School staff makes every effort to assess every student at arrival and departure. The entry tests, used with a new and well-operated intake procedure, identify students who need academic assistance or a more rigorous curriculum.

CHAPTER 3: NAAS SCHOOL SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision making and practices that support student learning and well-being.

5.1	The academic administrator has su the school in achieving the mission Substantially Met	-	sion-making authority to lead Not Presently Met
5.2	The academic administrator provious maintaining a shared vision, direct Substantially Met	-	
5.3	The student-to-academic administrator (or a prorated fraction Substantially Met		50 students to each qualified Not Presently Met
5.4	Staff members, as well as administ provide leadership essential to the ☐ Substantially Met	•	mic administrator)
5.5	Excessive staff turnover does no staff turnover and addresses any Substantially Met		
5.6	The organization of the school and achievement of the school's mission ☐ Substantially Met		oromotes the
5.7	Student grouping patterns reflect heterogeneity, reflect current researche school's mission, beliefs, and D Substantially Met	rch and best practices, and s	•
5.8	The schedule is driven by the schoeffective implementation of the cu		* *

5.9	Ieaningful roles in the decision-making process are accorded to students, parents, and all tembers of the school staff to promote an atmosphere of participation, responsibility, and translation.		
	ownership. ⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
5.10	There is a formal system through with knows the student well and assists the student learning.		
	Substantially Met	☐ Partially Met	☐ Not Presently Met
5.11	The professional staff members coll levels in support of learning for all s		departments or grade
	Substantially Met	☐ Partially Met	☐ Not Presently Met
5.12	All school staff members are involved students.	red in promoting the well-b	eing and learning of
	Substantially Met	☐ Partially Met	☐ Not Presently Met
5.13	Student success is regularly acknow Substantially Met	ledged, celebrated, and disp Partially Met	layed. Not Presently Met
5.14	The climate of the school is safe, popride and ownership.		•
	⊠ Substantially Met	Partially Met	☐ Not Presently Met
5.15	The school has a written code of Substantially Met	student conduct. Partially Met	☐ Not Presently Met
5.16	Teacher supervision and evaluation ✓ Substantially Met	on processes are used to i	mprove instruction. Not Presently Met
5.17	The academic administrator is signand retention of instructional personal p	sonnel.	_
	⊠ Substantially Met	Partially Met	☐ Not Presently Met
5.18	The school employs an adequate support student enrollment and to	realize its stated purpose	es.
	⊠ Substantially Met	Partially Met	☐ Not Presently Met
5.19	The school meets all applicable s organization, academic administr granted official exemption.		
	Substantially Met	Partially Met	☐ Not Presently Met

Utah-Specific Indicators—Leadership and Organization Standard

5.20	20 The school has a written policy prohibiting discrimination, and regular training is			
	provided to ensure compliance in			
	⊠ Substantially Met	Partially Met	☐ Not Presently Met	
5.21	.21 The school has a written policy explaining the process and standards for acceptanc and reciprocity of credits earned by students, in accordance with Board Rule R277-705-3.			
	Substantially Met	☐ Partially Met	☐ Not Presently Met	
5.22	Teachers have reviewed and are to Knowledge, Skills, and Disposition into the curricula they are teaching Substantially Met	ons for Success document		
Com	ments of the Visiting Team—Leade	ership and Organization St	andard	
The Willow Creek School has a strong and well-qualified educational leadership team. Willow Creek's principal has demonstrated excellent leadership skills by developing strong working relationships with his staff. He is to be commended for the effective working relationship developed with the Provo School District, not only for varied services but for a wealth of educational personnel talent it has made available to the school.				
Teachers from local high schools are well thought of by the Willow Creek students. The teachers seem to be well compensated for their respective duties.				
6. S	6. SCHOOL SERVICES			
Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.				
Student Support Services				
6.1	The school's student support service DRSLs. Substantially Met	es are consistent with the sci	hool's mission, beliefs, and Not Presently Met	
6.2	The school allocates resources, preasonable opportunity to achieve Substantially Met	_		
6.3	Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff, and by utilizing community resources to address the academic, social, emotional, and physical needs of			

	students. ⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
6.4	All student support services are reg improved student learning. Substantially Met	ularly evaluated and revised	d as needed to support ☐ Not Presently Met
6.5	All professional personnel are in requirements and are appropriate Board Rule R277-501.	•	_
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
6.6	The total number of students inst Substantially Met	ructed by any one teacher Partially Met	does not exceed 160. Not Presently Met
6.7	There is a system for effective an parents/guardians, and school per types of available student suppor Substantially Met	rsonnel, designed to keep	them informed about the
6.8	Student records, including health confidential and secure manner c Substantially Met		
6.9	All teachers are given appropriate Substantially Met	e orientation training. Partially Met	☐ Not Presently Met
6.10	Teachers are carefully supervised Substantially Met	l by the academic adminis	strative staff. Not Presently Met
6.11	The non-professional clerical and selected and have appropriate trace		
6.12	Policies for the selection and assireference to race, ethnic origin, a	nd sex.	·
	Substantially Met	Partially Met	☐ Not Presently Met
Utah-Specific Indicators—Student Support Services			
6.13	All school employees have been follow required procedures in casexual abuse in accordance with	ses of suspected child neg	glect and physical or
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
6.14	The school communicates to parent the preferred language of the parent		

	homework programs, and home assessment tools).		
	Substantially Met	Partially Met	☐ Not Presently Met
Guid	ance Services		
6.15	The school provides a full range of a. Individual and group meetings Substantially Met b. Personal, career, and college co Substantially Met c. Student course selection assista Substantially Met d. Appropriate support in the delivation applicable. Substantially Met	with guidance personnel. Partially Met bunseling. Partially Met ance. Partially Met	☐ Not Presently Met☐ Not Presently Met☐ Not Presently Met
6.16	The ratio of students to those who not exceed 400 students to each o Substantially Met		•
6.17	The guidance service facilities ar equipment, and material. (Counse students, equipped with offices for telephones, computer connection Substantially Met	eling spaces should be ea or each professional scho	sily accessible to all
Utah	-Specific Indicators—Guidance	Services	
6.18	The Comprehensive Guidance Pr school's mission, beliefs and DR Substantially Met Not Applicable		7-462) reflects the Not Presently Met
6.19	School counselors can provide evid contributing to student achievemen Substantially Met Not Applicable	t.* Partially Met	ive Guidance Program is Not Presently Met apply to non-public schools
Heal	th Services	·	
	The school has a current health so of all the students. Substantially Met	ervice plan providing reso	ources to meet the needs

6.22	The school has a crisis response plan that is tested and updated annually as outline in Board Rule R277-400.				
	Substantially Met	☐ Partially Met	☐ Not Presently Met		
Libra	ary Information Services				
6.23	 The library media program is direa. Library staff in schools of few are under the direction of a qualified library media specials. c. Schools with an enrollment library media specials. c. Schools with more than 500 stand have additional library medials. d. Personnel are under the direct Substantially Met 	wer than 250 students no ualified library media spectore 250 and 500 students. Students have a full-time dedia personnel.	eed not be certified, but cialist. Idents have a full-time library media specialist		
6.24	Students, faculty, and support stallibrary/information services, facilieducational experience before, du Substantially Met	lities, and programs as an	integral part of their		
6.25	The library/information services students and faculty to use variou and technologies. Substantially Met				
6.26	The school has a written policy c information resources and the use Substantially Met	_			
Utah	Utah-Specific Indicator—Library Information Services				
6.27	6.27 The library collection and information resources are relevant, up-to-date and of sufficie size (10 volumes per student) to meet the program of curricular and literacy needs of th students and faculty.				
	☐ Substantially Met	□ Partially Met	☐ Not Presently Met		
Spec	Special Education Services				
6.28	The school provides special educati and referral of students in accordance				
Fam	ily and Community Services				
6.29	The school engages parents and fappropriate to the school's progra Substantially Met	_	h student's education as Not Presently Met		

6.30	The school fosters productive but that support student learning app Substantially Met	• 0	1 1	
<u>Com</u>	ments of the Visiting Team—Stude	ent Support Services Stand	<u>ard</u>	
The library is somewhat inadequate in delivering a full range of services to students and faculty. Teachers complained that it was difficult to schedule students for library and computer use. Students voiced a need for more technology in most educational areas. In addition, there is a need for a greater variety of reading material for the students. Students expressed concern that the collection needed updating.				
7. F	FACILITIES AND FINANCES			
Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of all persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.				
7.1	7.1 The school site and plant support and enhance all aspects of the educational program and the support services for student learning. Substantially Met Partially Met Not Presently Met			
7.2	The physical plant and facilities me compliance with local fire, health, a	nd safety regulations.	_	
7.3	Substantially Met Equipment is adequate, properly ma appropriate. ☐ Substantially Met	☐ Partially Met intained, catalogued, and re ☐ Partially Met	Not Presently Metplaced whenNot Presently Met	
7.4	A planned and adequately funded p appropriate maintenance, repair, and	0	•	
	Substantially Met	Partially Met	Not Presently Met	
7.5	There is ongoing planning to address facility, and technology needs as we	1 0	ent changes, staffing,	
	Substantially Met	Partially Met	☐ Not Presently Met	

7.6	Faculty and building administrators including its development and imple Substantially Met		
7.7	The school has sustainable finance meet the stated purposes of the scatter.	cial resources to provide s	services to students to
	Substantially Met	Partially Met	☐ Not Presently Met
7.8	Proper budgetary procedures and	generally accepted accou	unting principles are
	followed for all school funds. ⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
7.9	The school's accounts are indepe ⊠ Substantially Met	ndently audited annually. Partially Met	. Not Presently Met
7.10	The total cost for a course of inst instructional services, is made kn and/or registration, where applica	own to parents at the time	
	Substantially Met	Partially Met	☐ Not Presently Met
7.11	Terms of tuition and/or fees payr applicable.	•	
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
7.12	Any advertising and promotional Substantially Met	literature is completely t Partially Met	ruthful and ethical. Not Presently Met
7.13	Any advertising and promotional program of instruction.	literature clearly states th	ne purpose of the school's
	Substantially Met	☐ Partially Met	☐ Not Presently Met
7.14	None of the school's advertising toward other schools or education	nal agencies.	· ·
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
7.15	Tuition collection procedures are practices and protect the financia		
7.16	The administration has the author applicable.	rity to administer its discr	retionary budget, where
	Substantially Met ☐ Not Applicable	☐ Partially Met	☐ Not Presently Met

Comments of the Visiting Team—Facilities and Finances Standard

Willow Creek School is housed in a building previously used as a nursing home, and the Visiting Team observed that some areas of the academic wing were inadequate for educational purposes. The school plant is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission.

The Visiting Team felt that the classrooms were too small, the library needed to be more comfortable and inviting with more volumes for leisure reading, and the school has a lack of science and computer technology labs.

The school's interior needs to be updated and made more aesthetically pleasing. There is a plan in place to improve and add to the existing educational facility, and the Willow Creek leadership should be commended for planning to provide a quality education environment in the near future.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and be measurable.

8.1 The school has developed and implemented a comprehensive school impreplan using <i>Collaborating for Student Achievement</i> , the Utah accreditation			e Utah accreditation school
	improvement process that is re ⊠ Substantially Met	eviewed and revised on Partially Met	an ongoing basis. ☐ Not Presently Met
8.2	communicated to all stakehole	,	ented, used, and
	⊠ Substantially Met	☐ Partially Met	☐ Not Presently Met
8.3	The school improvement efformsite accreditation visiting te	<u>▼</u>	on a periodic basis by an
	⊠ Substantially Met	Partially Met	☐ Not Presently Met
8.4	The school improvement plan requirements such as those of also be ministry or federal acc	the state in which the so	chool is located. These could
	Substantially Met	Partially Met	☐ Not Presently Met
8.5	The school improvement proce	ess provides an orderly p	process for:
	a. Selecting the most approp Substantially Met		o focus improvement efforts.

	b.	Developing strategies that are Substantially Met	e designed to improve stu	dent performance. Not Presently Met
	c.	Implementing those strategies Substantially Met	S. ☐ Partially Met	☐ Not Presently Met
		Monitoring the process.	Partially Met	☐ Not Presently Met
	e.	Evaluating the process to ensign Substantially Met	ure that success has been Partially Met	attained. Not Presently Met
8.6		e school improvement process dresses the major recommenda		
	Sta	Substantially Met	☐ Partially Met	☐ Not Presently Met
8.7		al statements for the school implementation plan and clearly Substantially Met		
8.8		reasonable, specific timeline for tool improvement process is id	-	each area within the Not Presently Met
8.9		e school improvement process	_ •	•
	COI	Substantially Met	☐ Partially Met	☐ Not Presently Met
Utah-Specific Indicator—Culture of Continuous Improvement Standard				
8.10		ne school incorporates the reco Report of the Visiting Team) Substantially Met		•
Comments of the Visiting Team—Continuous Improvement Standard				

The Visiting Team agreed that the goal statements and overall timeline could be more specifically stated.

CHAPTER 5: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

As result of the onsite visit, the Visiting Team determined that there were commendations regarding the school and program, as well as some recommendations for the school staff and administration to consider during the next years of accreditation. These follow, and represent both general impressions and recommendations that are specifically related to

the Core Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected, as part of its annual report, to account for its progress toward achieving those recommendations as prioritized in the school's improvement plan.

Commendations:

- The Visiting Team commends Willow Creek School for providing comprehensive guidance services for students transitioning into post-secondary education.
- The Visiting Team commends Willow Creek School for implementing an effective intake/orientation program that assists entering students greatly in adjusting to their new environment.
- The Visiting Team commends Willow Creek School for developing an effective partnership with its neighboring school districts.
- The Visiting Team commends Willow Creek School for maintaining its small class sizes, and would encourage them to keep them that way.
- The Visiting Team commends Willow Creek School's efforts to place fairly strong standards and parameters upon its wilderness curriculum, where students can earn a **maximum** of 2.0 credits in the 45-day wilderness experience. In addition, commendations are given to the high level of teacher involvement in the design, construction, and assessment of the program's results.
- The Visiting Team commends Willow Creek School for using local licensed high school teachers who provide individualized instruction and support for a diverse student population. Students cited strong working relationships with these highly qualified and caring teachers. The administration prides itself in providing a strong compensation package to teachers.
- The Visiting Team commends Willow Creek School for an effective instructional design model and the use of curriculum mapping throughout the curriculum.

Recommendations:

- The Visiting Team recommends that the ownership of Willow Creek School spend considerable resources in making the school more educationally student friendly, visually stimulating, orderly, and well maintained.
- The Visiting Team recommends that the school site and plant be designed to vigorously support and enhance all aspects of the educational program and support services for student learning, thus meeting the stated purposes of the

school. This includes adequate library/media facilities, updated textbooks, labs, technology (in support of the curriculum), and counseling offices.

• The Visiting Team recommends that Willow Creek School invest future resources so that graduation credit records may be electronically kept and monitored.